

# Managing Excellence in the Face of the Economic Environment

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# Why? Why? Why?

- Write a question on one side of the index card.
  - Question must begin with the word “Why”
  - Question should be related to the topic
- Pass your question one person to the left.
- Read the question from your neighbor and think of a suitable response that begins with the word “because.” **DO NOT SAY OR WRITE ANYTHING!**
- Turn over the card so the answer is facing down. (Remember your response)
- Pass it (blank side up) one person to the left. **DO NOT TURN OVER!**
- Write the response you thought of to the previous question on the back of this card.
- Pass the card to the left one more time.
- Read your question and response.
- Anyone want to share???





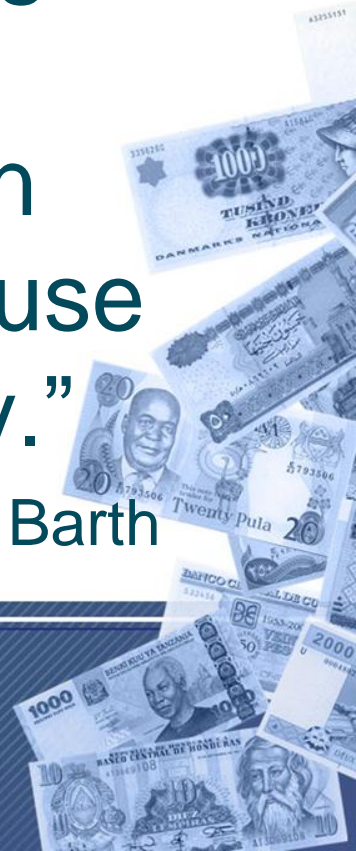
# Today's Objectives:

- Understand school culture and how your leadership affects its ability to thrive
- Creative uses of resources (people, time, and money)
- Determining spending and budgeting priorities
- Breaking bad news to your staff, while still promoting excellence
- How this affects your students



“...probably the most important and most difficult job of an instructional leader is to change the prevailing culture of a school. A school’s culture has far more influence on life and learning in the schoolhouse than the president of the country.”

--Roland Barth





# School culture, simply put is

- **What** is done;
- **Why** it is done; and
- **How** it is done.



*How to Help Your School Thrive Without Breaking the Bank*  
(John G. Gabriel & Paul C. Farmer)

# Getting the most out of your school

is usually **not** a effortless matter of purchasing some new program

Rather, it is changing the core of the school: moving from how things *are* and *have been* done to how things *should* and *will be* done.



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**What about  
the students?**



# 3 Types of Culture

- **Benign**
  - Most common, not detrimental, leadership is management in disguise, no talk, no action
  - **Students can sense it and are content to merely meet expectations.**
- **III**
  - Small portion, infectious, leadership is held by a few, compartmentalized, climate of fear/toxicity
  - **There is no expectation or opportunity for student input.**
- **Healthy**
  - Marked by integrity, collaborative climate, leadership is horizontal, staff feels empowered, colleagues are supportive
  - **Students are engaged and active partners in their learning.**



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# Chapter 1-Honing Your Leadership & Growing New Leaders

- Read the chapter
- Look for discussion points around study guide questions 6, 9, 11, & 14
- Discuss these questions and how the information within this chapter **helps or can help you to determine spending and budgeting priorities.**
- Choose 3 to 4 insights and put them on the chart
- Decide on someone to share your ideas



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# Chapter 5-Making the Most of Your Time

- Read the chapter
- Look for discussion points around study guide questions 2, 3, 6, & 10
- Discuss these questions and how the information within this chapter **helps you to creatively use people, time, and money resources.**
- Choose 3 to 4 insights and put them on the chart
- Decide on someone to share your ideas



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# Chapter 3-Promoting Excellence Among Your Staff

- Read the chapter
- Look for discussion points around study guide questions 1, 2, & 9
- Discuss these questions and how the information within this chapter **helps you with ideas on how to promote excellence with efficient use of money & time.**
- Choose 3 to 4 insights and put them on the chart
- Decide on someone to share your ideas



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# Chapter 1 Notes

- Effective leaders
  - Work with teams
  - Being visible
  - Share minutes from meetings – remove perceived secrecy
  - Self-Evaluation
    - journaling
  - Flip 5 idea
    - Pick 5 people (every year)
    - Create leaders
    - Cultivate new teachers
  - Involve the right people
    - Be specific with expectations
- Share Leadership with everyone
  - Report specifics to principal
  - Define leadership roles
- Great teachers aren't always great leaders
- Stipends?
- Make time in teacher leaders' schedules
- Get input – What do you want?
- Principal offers ½ off while taking the teacher's class
- Grade level leaders – leadership team with administrator – lead grade level meetings
- Professional Learning Communities
- 



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# Chapter 5 Notes

- Email
    - Scheduled time (beg. or end of day)
    - Scan & sort, immediately delete what you can
    - Prioritize (use “flags”)
    - Some issues better “in person”-use time walking around for communication
    - Use folders to organize / closure
  - Prioritize
    - “How to Get Things Done” (David Allen)-book
    - Make appointments on calendar to do specific tasks (& w/yourself)
      - Stick with your schedule!!
    - Use 1<sup>st</sup> thing in the morning to get daily organization started
    - “Train” staff and parents to honor you
- having your own time / offer time later in schedule
- Teacher Time
- Common prep time (not lunch, unless teacher suggests)
  - Use subs
  - Build collaboration time/days in calendar
  - Common lunches
  - Efficient faculty mtg. time (avoid things that can just be written)
  - Elementary: use specialists to create prep time
  - Teachers specialize in certain curriculum areas



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# Chapter 3 Notes

- Ways to value staff & recognition
  - Smile recognition
  - Teachers share
  - “Champion Moment” at the beginning of staff mtg.
  - “Helping Things Go Right” Award (traveling and “growing” trophy)
    - Nominated by other teachers
    - Anatomy of Peace (book)
    - Triangle (point is correction, majority of triangle is about what’s right)
  - Writing positive notes
  - Visit classroom / know what teachers are doing
  - Teacher of the Month
- Back-biting, gossip, etc. is not acceptable
- It’s about celebrations
- Teachers aren’t hugely motivated by \$\$
- “Wall of Merit”
- “Kudos Board”
- Forward positive emails from parents
- Ask teachers to do the same
- Random exceptional awards w/cash (\$25-ish)
- Community donations for gift certificates, etc.
- Social events
- Practical jokes
- Benefits of teacher collaboration
  - Share ideas
  - Creates culture
  - Can take away the “kingdom” effect
  - Lessens the load
  - Increases academic performance
  - Increases morale
  - Brings teachers together



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**What about  
the students?**

# Experience from the field:

## Breaking the News / Faculty Relations

- Thank you, Rick!
- Rick Kempton, Noah Webster Academy
  - rkempton@noahwebsteracademy.org

### Highlights:

- Open & candid
  - “Participative” culture
  - Teachers have a right & obligation to help school move in the same direction
  - Getting buy-in
    - Giving answers vs. asking teachers for input, problem solving (twice as effective)
  - “The Leader in Me” (book)
  - Teachers won’t get everything they want, but they’ll get nothing if they don’t ask
  - Use the budget crunch to re-examine priorities, necessities
  - Cohesive staff building
  - “How to Get Things Done” (Allen), school leadership team reading together
  - Leave your ego at home
  - Teachers are more fulfilled if they are involved in decisions, etc.
- What about small schools with small staff/administration ?
    - group all teachers into focus areas (curriculum, etc.)
    - full group discussion
    - Survey Monkey for teacher input
    - Steering committees (teachers from content areas, sped., administration, etc.) disseminate info/decisions to fellow teachers
  - Some decisions are made by administration, others by staff (try to avoid micromanaging delegated responsibilities)
  -





# Experience from the field: Creative Uses of Resources

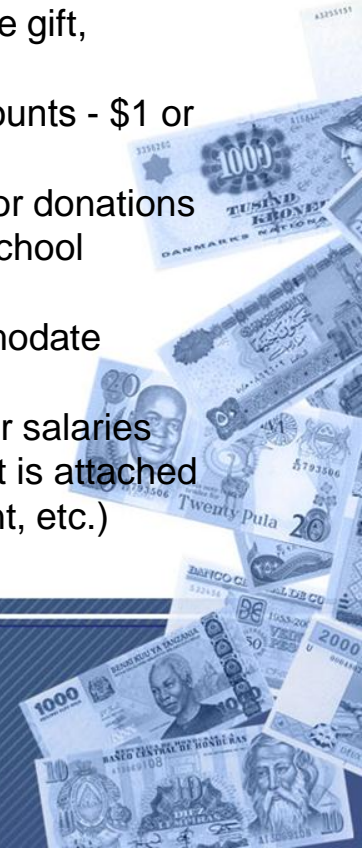
- Thank you, Amy!
- Amy Wadsworth, Salt Lake Arts Academy
  - [amy@saltlakeartsacademy.org](mailto:amy@saltlakeartsacademy.org)

## Highlights:

- How do we market ourselves as an excellent educational opportunity?
- Sell your school
- Fundraising
  - Gala (end-of-year)
    - Based on curriculum focus
    - Students create, produce
    - Building community w/in school
    - Sponsorships (most parents)
    - Brands SL Arts
    - Heavy community involvement
    - Integration of arts / core
  - Fall Annual Campaign
    - Set and share goal
    - Ask community to make a donation

(phone tree, pledge card, electronically)

- What we do is wonderful – we need your help to make that happen.
- Donation options – one-time gift, monthly donation, etc.
- Everybody's contribution counts - \$1 or \$1,000
- Not afraid to sell the school and ask for donations
- Exploring enrichment before & after school opportunities
  - Teacher hours altered to accommodate without extra cost
- Goal to protect faculty / guarantee their salaries
- Easier for parents to contribute when it is attached to something (exhibit, activity, equipment, etc.)



# Experience from the field:

## Potpourri of Ideas & Practices

- Thank you, Clark!
- Clark Baron, Utah County Academy of Sciences (UCAS)
  - baronc@ucas.k12.ut.us

### Highlights:

#### • Budgeting:

- Find parent, etc. to look over your shoulder for support/guidance
- Simplify budgeting as much as possible
- Be very transparent
- Find an auditor that is willing to answer questions as needed
- Hire someone to do “the books”, focus on your job as an administrator
- Look at other schools’ budgeting
- Greatest asset in the school is the faculty and staff
  - Salaries, benefits, etc. are worth the investment
- Faculty sees budget once a month
- Keep faculty/staff informed of upcoming changes – don’t spring surprises – prepare for upcoming changes
- Make ‘deposits’ with faculty so ‘withdrawals’ are easier to take

- Look carefully at ‘fixed’ expenses – are they really?
- Invest in the state investment pool
  - For private entities
  - Run by State of Utah--Treasurer
  - Earns Interest
  - Can withdrawal as often as needed/wanted
  - Public Treasurer’s Investment Fund (<http://www.treasurer.utah.gov/investmentfund.html>)
  - Better than Passbook \$
- Be brutally honest with budget, not optimistic
- Faculty specializes (1 mentor, professional developer, etc.)
- First Day of School – Wong (book)
- Some cuts: color paper for copies, some optional services (tutoring), reduced field trips,
- What are your facilities costs? Room for negotiation?
- Look for computer donations (state surplus, apply to be a test site for software, IBM, etc.)





# Out-of-State Schools' Solutions

- Bigger class sizes
- No janitor, all pitch in
- Lengthen school days
- Eliminate pre-school
- Reduce support staff
- Natural attrition
- Reduce \$ for coaches & travel for HS athletics
- Reduce staff training days
- Delay non-essential supply purchases (e.g. text books, equipment)
- Reduce employee benefits
- Discontinue band, yearbook, baseball, AP classes, football, music, art, after school activities
- Staff travel
- Hiring freeze
- Parents pay for AP tests & other fees
- \$50 fee for sports/electives/CTE
- Donations from parents
- Business partners
- Fundraisers
- Foundations
  - ([foundationcenter.org](http://foundationcenter.org))
- Focus on which programs to preserve- rather than cuts



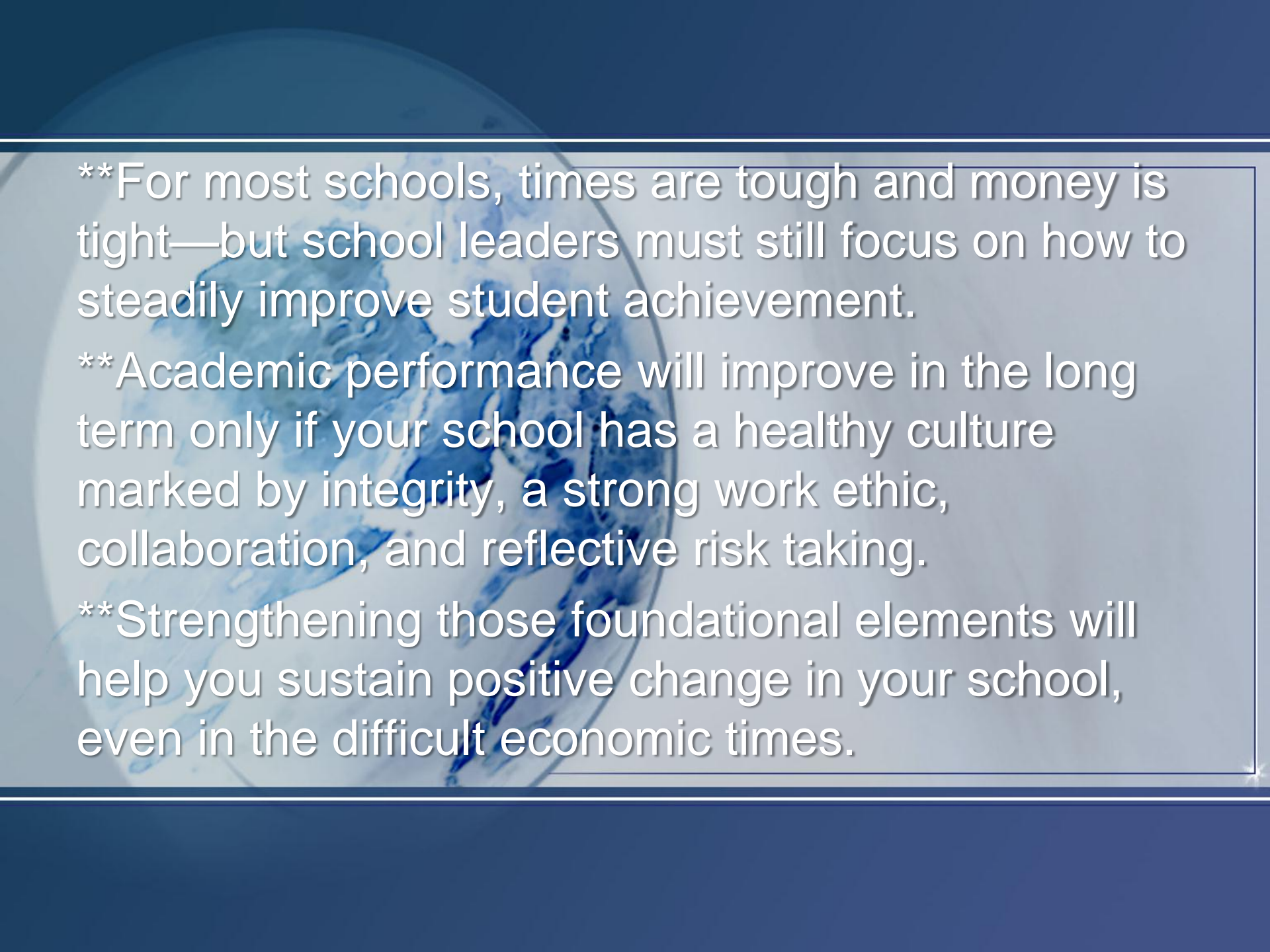


# Today's Objectives: *How did we do?*

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\*\*For most schools, times are tough and money is tight—but school leaders must still focus on how to steadily improve student achievement.

\*\*Academic performance will improve in the long term only if your school has a healthy culture marked by integrity, a strong work ethic, collaboration, and reflective risk taking.

\*\*Strengthening those foundational elements will help you sustain positive change in your school, even in the difficult economic times.